

**THE APPLICATION OF LANGUAGE LEARNING
STRATEGIES AND ITS CORRELATION TO ENGLISH
PROFICIENCY OF THE TOEFL PREPARATION CLASS
STUDENTS AT LBPP LIA MALANG**

THESIS

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ABSTRACT

Karolina, Maya. 2014. **The Application of Language Learning Strategies and Its Correlation to English Proficiency of the TOEFL Preparation Class Students at LBPP LIA Malang**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-supervisor: Ida Puji Lestari.

Keywords: language learning strategies, students in TOEFL preparation, Strategy Inventory for Language Learning (SILL) questionnaire

English has become a common requirement in academic and work fields. TOEFL (Test of English as a Foreign Language) is designed to measure English proficiency, such as the abilities to use and understand English. Before taking the TOEFL test, many test takers are recommended to take some preparation by doing some TOEFL exercise or participating in TOEFL class preparation. In taking the TOEFL preparation class learners need effective learning strategies to get the expected TOEFL score. By applying the strategies, the learning process will be more effective. This study is aimed at examining the language learning strategies applied by the students of TOEFL preparation class at LBPP LIA Malang, and the correlation between the application of language learning strategies and TOEFL score.

This study used descriptive quantitative approach and survey related to correlation study. The subjects of this study were 37 students of TOEFL preparation class at LBPP Lia Malang taken by quota sampling. The data were taken from Strategy Inventory for Language Learning (SILL) questionnaire completed by the students and their TOEFL score at the end of the level.

The results show that the use of overall language learning strategies falls into medium level, meaning that the students sometimes used those strategies. In particular, metacognitive strategies are found as the most frequently used strategies, followed by compensation, social, affective, cognitive, and memory strategies. In addition, there is a positive sufficient significant correlation among metacognitive and cognitive strategies and TOEFL score. The possible reason of sufficient correlation is caused by the context of English use since English is considered as a foreign language in Indonesia.

In suggestion, it is expected that the learners improve their English proficiency by using appropriate learning strategies and the teachers can introduce and emphasize the application of language learning strategies to the students, especially metacognitive and cognitive strategies.

ABSTRAK

Karolina, Maya. 2014. **The Application of Language Learning Strategies and Its Correlation to English Proficiency of the TOEFL Preparation Class Students at LBPP LIA Malang**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Syariful Muttaqin; Pembimbing II: Ida Puji Lestari.

Kata kunci: strategi pembelajaran bahasa, siswa kursus persiapan TOEFL, kuesioner SILL

Bahasa Inggris menjadi syarat dalam bidang akademik dan pekerjaan. TOEFL (Test of English as a Foreign Language) dibuat untuk mengukur kemampuan berbahasa Inggris, seperti penggunaan dan pemahaman bahasa Inggris. Sebelum tes TOEFL, direkomendasikan untuk melakukan persiapan, dengan latihan TOEFL atau mengikuti kelas persiapan TOEFL. Dalam persiapan tes TOEFL pembelajar membutuhkan strategi belajar untuk mendapatkan nilai TOEFL yang diharapkan. Dengan menggunakan strategi tersebut, proses pembelajaran akan menjadi lebih efektif. Studi ini bertujuan untuk mengetahui strategi pembelajaran bahasa yang diaplikasikan oleh pembelajar dan korelasinya antara aplikasi strategi pembelajaran bahasa dan nilai TOEFL.

Studi ini menggunakan pendekatan deskriptif kuantitatif dan survei berkaitan dengan studi korelasi. Subjek dari studi ini adalah 37 siswa dari kelas persiapan TOEFL di LBPP LIA Malang yang diambil berdasarkan jumlah yang ada. Data studi ini diambil dari kuesioner SILL yang diisi oleh para siswa dan nilai TOEFL siswa.

Hasil studi ini mengungkapkan bahwa pengaplikasian strategi pembelajaran bahasa berada pada level menengah, yang berarti para siswa terkadang menggunakan strategi pembelajaran. Secara spesifik, metakognitif merupakan strategi yang paling sering digunakan, diikuti oleh strategi kompensasi, sosial, afektif, kognitif dan memori. Ditemukan sebuah korelasi positif menengah antara metakognitif dan kognitif strategi dengan nilai TOEFL. Alasan yang mendasari korelasi menengah tersebut disebabkan oleh konteks penggunaan bahasa Inggris sebagai bahasa asing di Indonesia.

Sebagai saran, diharapkan para siswa meningkatkan kemampuan bahasa Inggris dengan menggunakan strategi belajar yang sesuai dan para pengajar dapat memperkenalkan strategi pembelajaran bahasa pada siswa, terutama strategi metakognitif dan kognitif.

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